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ABSTRACT

This handbook outlines the grade 2 course entitled "People as Members of Groups." A statement of California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the first grade level. Topics covered include group characteristics, group identity, American ethnic groups, group roles, resource use, rules and responsibilities, communication, problem solving, decision making, conflict, cooperation, group changes, and group artistic traditions. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

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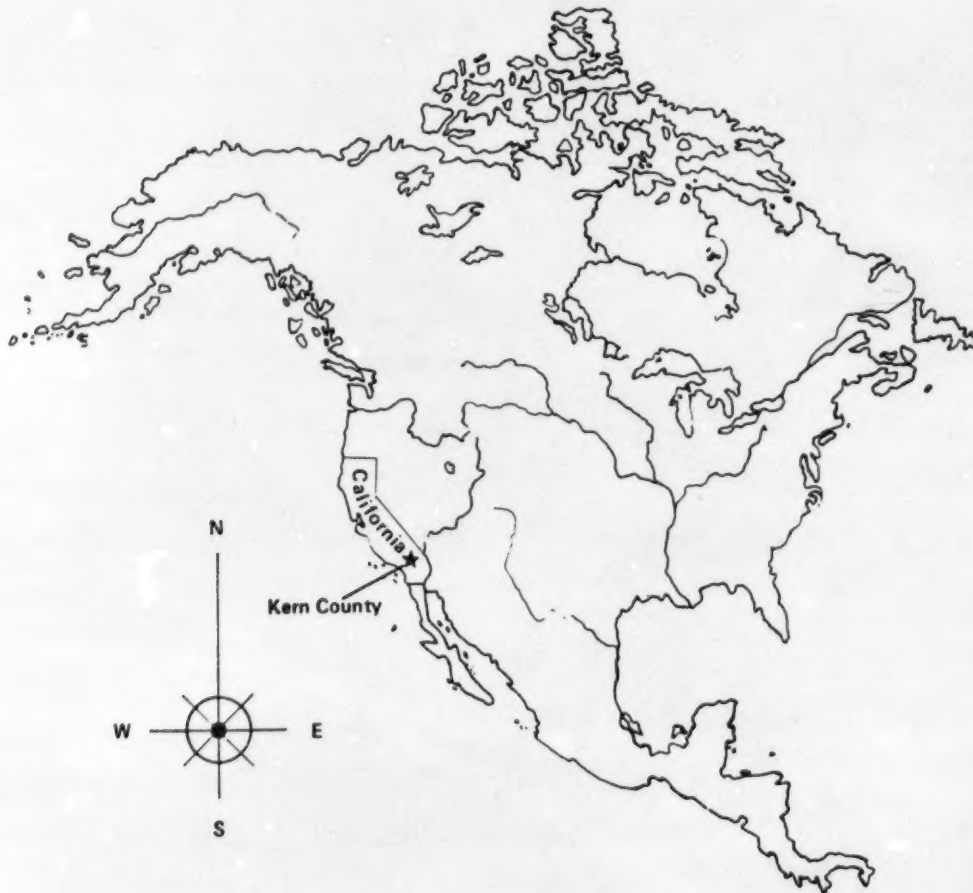
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SECOND GRADE

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*



*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

ED243739

SP 015 548

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ACKNOWLEDGEMENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

EDUCATION IN CALIFORNIA*

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world--students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.
- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.
- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.
- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.
- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

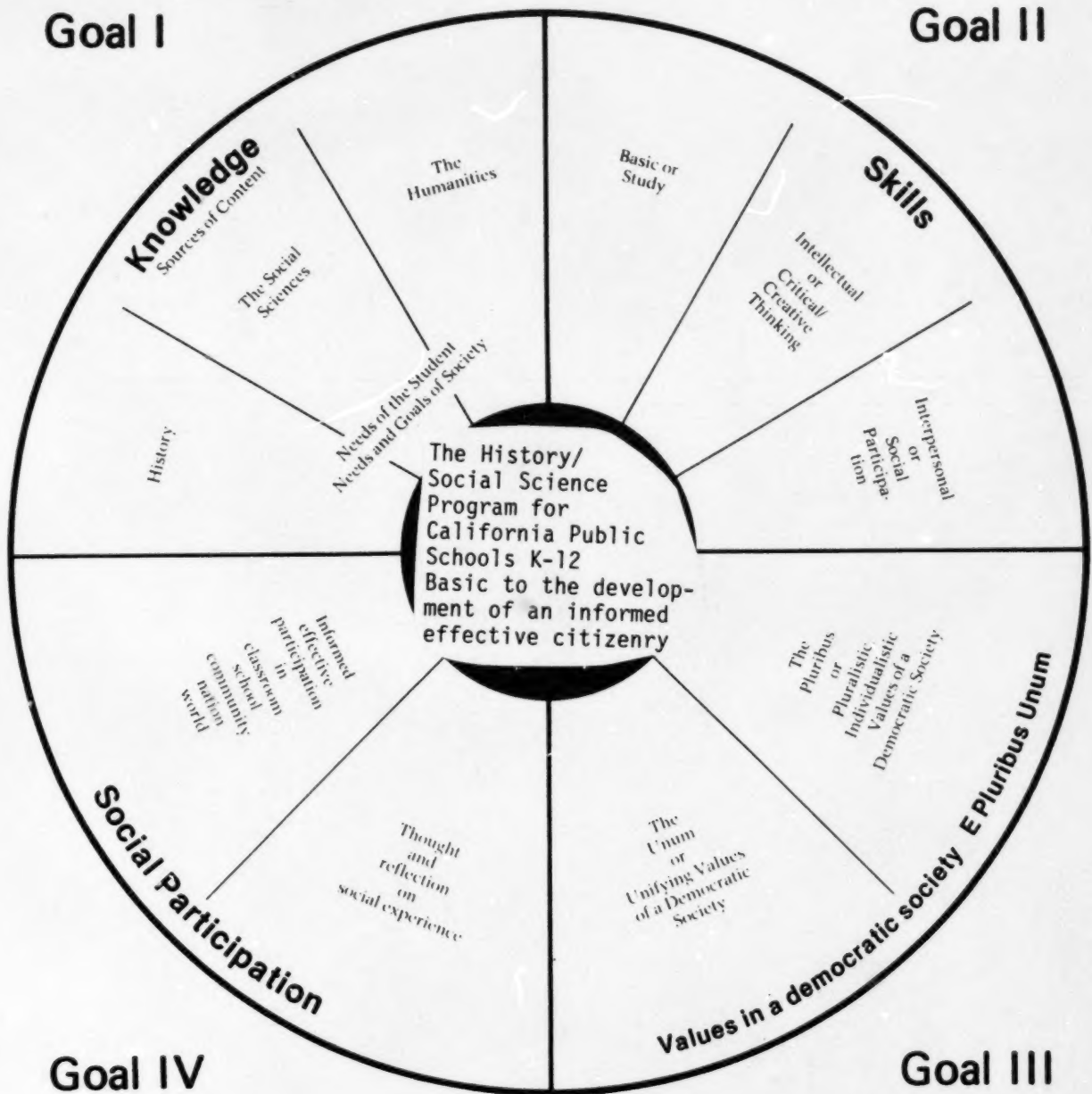
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM



K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

<u>Grade Level</u>	<u>Major Focus</u>
KINDERGARTEN: <u>Myself And Others In My World</u>	Learning about the physical/social/emotional dimensions of self and others.
GRADE 1: <u>People At Home And At School</u>	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2: <u>People As Members of Groups</u>	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3: <u>People As Members of Communities</u>	Understanding the nature of communities and how people make communities function.
GRADE 4: <u>People of A Region: California</u>	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5: <u>People of A Nation: The United States</u>	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6: <u>Our World, Its Diverse Peoples And Their Societies</u>	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study: Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL,
ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS
TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES,
AND THEIR SOCIETIES

THE PEOPLE OF A NATION:
THE UNITED STATES OF AMERICA

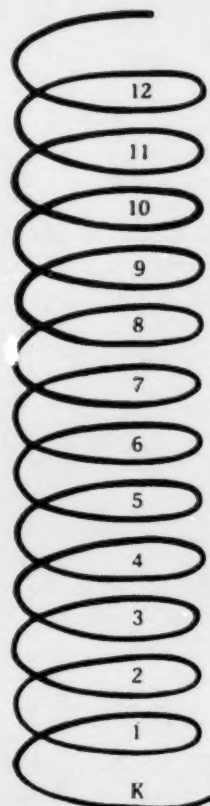
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions,
Institutions; Political,
Economic and Social Systems

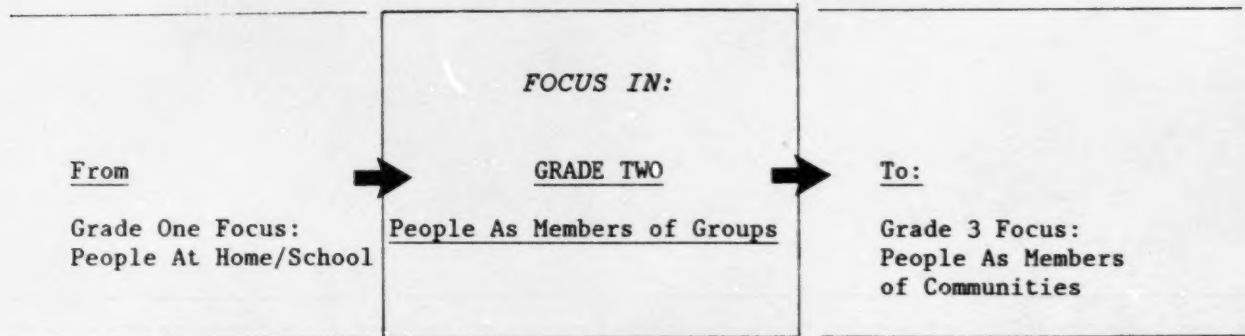
Grades 9 - 10
focus:
Civic literacy and a
World View

Grades 7 - 8
focus:
How our nation/world came to
be as they are.

Grades K - 6
focus:
People: Where and
How they live

HISTORY-SOCIAL SCIENCE IN GRADE TWO

Topics of Instruction, Concepts, Skills
Suggested Learning Activities and Media Resources for Kindergarten



GRADE TWO - People As Members of Groups

Exploring relationships among people in groups, as well as among groups, provides opportunities for students to further understand and appreciate themselves as social beings. Concepts such as norms, roles, and responsibilities, communication, group problem solving and decision-making are included in the curriculum for grade two.

TOPICS OF INSTRUCTION:

1. My home, our school, and the large community. (Note: a brief review of the major theme or focus of instruction in grade one.)
2. Groups to which I belong.
3. American ethnic groups; their roles and contributions.
4. People and the groups they form/join.
5. Roles within groups (e. g., leaders; followers; innovators; isolates).
6. How groups use resources.
7. Rules, responsibilities, and group norms.
8. Communication, problem solving, and decision making in groups.
9. Cooperation and conflict within/between groups.
10. How and why groups change with time.
11. How art, music, and dance influence and enrich group life.
12. People who have contributed to the groups to which I belong.

CONCEPTS:

The following concepts to be introduced, reinforced and extended in grade two flow from or are allied to the topics for instruction. Not only should students in grade two be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but students should be encouraged to incorporate them into their working vocabularies and to evidence their comprehension of them in other ways as well.

Group	Within group or	Contributions
Belonging	intra-group	Rejection
Respect	communication	Election
Leader	conflict, cooperation	Citizen
Follower	Between group or	Voting
Time	inter-group	Fact/Opinion
Problem-solving	communication, coopera-	Change
Participation	tion, conflict	Rules
Continuing or	Resources--human,	Decisions and decision-making
continuity	natural and community	Rules
Expectations or norms	Heritage/Tradition/	Rights/responsibilities
	Beauty	

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced, reinforced, and extended. The following list of skills to be emphasized in grade two is not exhaustive. It is an illustrative listing, but those skills identified should be the subjects of explicit, direct instruction in grade two.

A. *Basic or Study Skills: Students in Grade Two should learn to:*

- Listen to a discussion, receive and contribute pertinent information, ideas.
- Expand on someone else's ideas during a group discussion.
- Use a picture dictionary to identify words, to check on their spelling, or to determine their meaning.
- Prepare and explain the meaning of a simple chart/graph.
- Give evidence of having understood an important concept by expressing that concept orally, in writing, through pantomime, dramatization, or by drawing.
- Arrange events, facts and ideas in a sequence.
- Construct/implement a simple line graph.

B. *Intellectual or Critical/Creative Thinking Skills: Students in Grade Two should learn to:*

- Distinguish between true and false statements.
- Explain the difference between a fact and an opinion.
- Give reasons for his/her own opinions expressed in group discussion.
- Make generalizations or appropriate inferences from materials read as to feelings of the characters.
- Make/use simple maps.
- Use cardinal directions.
- Develop vocabulary of logic terms, e. g., either/or.

C. *Interpersonal or Social Participation Skills: Students in Grade Two learn to:*

- Accept warranted praise and/or criticism.
- Express appreciation to others.
- Assume responsibility in group situations.
- Listen respectfully to the views expressed by others.
- Show sensitivity to those who need to be included in a group's activities.
- Participate in a classroom election.
- Demonstrate own responsibility for the cleanliness of the classroom, playground and other community facilities.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced grade two teachers to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities suggested here are appropriate to the history-social science topics to be studied in grade two. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. Graph how many people are in student's own family group. Student can draw pictures of stick figures to represent various members of their own families and paste them onto paper to form a pictograph or they can devise simple bar graphs.
2. Sequence an event such as a field trip or the events in a story or play. Make a cartoon of the event by drawing three or four pictures or a wordless picture book of the event.



Let students "read" their wordless picture books to their classmates.

3. Draw and sequence pictures which illustrate the groups to which they have belonged--baby picture with family group, preschool groups, community groups, classroom group, etc. Then ask them to draw pictures which will depict groups to which they expect to belong in the future, i. e., work groups, teams, musical organizations, groups of high school/college graduates, etc.
4. Let students draw pictures to show development or growth of science projects (i. e., growth of plant from planting of seed to flowering or development of animal, etc.)
5. Analyze the various groups to which they belong in the classroom/school and discuss the reasons for such groupings and the functions that each group serves, i. e., reading group, committee, team, etc.

6. Organize as a group and undertake some project designed to help the school. (For example, a group could be formed to clean the school yard, reorganize the room where the playground equipment is kept, etc.)
7. Cut pictures from magazines which show groups of various kinds. Categorize pictures according to size, location, function, etc. Label group and describe its purpose.
8. Provide for many activities where group cooperation is essential such as putting on a play, giving a puppet show, preparing a simple meal, playing a game, holding a discussion, etc. Discuss the need for cooperation and identify ways in which people can contribute to or detract from the success of the project depending upon their willingness to cooperate.
9. Use a problem which has developed in the classroom or on the playground as the focus for teaching problem-solving skills. If the problem has resulted from disagreements about rights/responsibilities, those who disagree could be invited to present their views of what happened or their perceptions of who was responsible for doing or failing to do something. Let others in the class constitute a "board of inquiry" trying to elicit facts, suggest means for resolution and for preventing future disputes.
10. Elect classroom officers on a monthly or weekly basis.
11. Introduce students to the rudimentary rules of parliamentary procedure and then let them hold class meetings to discuss problems, projects using proper parliamentary procedures.
12. Introduce students to dances, games, songs of the various ethnic groups in the United States and help students enjoy/appreciate them.
13. Introduce music important to groups of various kinds ranging from songs which families like to those used by working parties such as railroad workers, whalers and sailors, songs used by campers, hikers and explorers, etc. Discuss the lyrics and their meaning. Consider the importance of the rhythm of such songs, why singing helps build group spirit, etc.
14. Introduce, sing, and discuss songs which belong to all Americans or those songs which tend to bind Americans together or make up a group of people united by ideals, memories, dreams.
15. Use biographies or autobiographies to introduce students to individuals who have contributed to various groups over time. Discuss the importance of the contributions which those persons have made.
16. Ask students to identify persons who have contributed to a group of which the student is a member and to describe what that person has done and why it is of value.

17. Use one or more of the Project CHOICE units listed below. These units are available from the Kern County Superintendent of Schools Office: Career Education.

1. The Person I Am-Second Grade (New 1/82) (Stock #212): Provides activities which help students develop more positive self-concepts, become more aware of abilities and interests, learn decision-making skills, develop their own value structures and gain self-confidence.
 2. The Person I Am-SPANISH ED.-Second Grade (New 1/82) (Stock #202): Provides activities which help students develop more positive self-concepts, become more aware of their abilities and interests, learn decision-making skills, develop their value structures and gain self-confidence.
 3. The Person I Am-Peer and Cross-age Tutor Guide (new 1/82) (Stock #242): Provides activities to aid in student development of self-awareness and decision-making skills and community/career awareness, when using student tutors.
 4. The Person I Am-Story and Role Playing Guide-Kindergarten to Third Grade (New 1/82) (Stock #223): Provides stories and situations appropriate for role playing which can help students grow in self-expression and problem solving.
 5. Community Workers (Stock #162): Helps students become aware of various workers necessary in a community, worker interdependency, skills necessary for workers.
 6. Firefighting (Stock #164): Helps students learn about the work, equipment, safeguards, skills and qualifications necessary for firefighters.
 7. We Work With Animals (Stock #170): Explores various jobs involving animals and related skills and safety rules.
 8. Building With Heavy Equipment (Stock #165): Helps children understand the ways in which heavy equipment is used in building roads, dams, cities, etc. and exposes them to safety precautions and skills needed by operators.
 9. Garden Shops (Stock #158): Introduces children to types of plants sold, methods of caring for plants, jobs necessary to run a garden shop and skills necessary for employees and consumers.
18. Working with all of the students in the class, make a list of the many and varied jobs which need to be done and which can be done by students to make the classroom function more effectively. Next, let the students write short job descriptions for each post. Devise an abbreviated job application form on which students can apply for positions such as the following:

- Banker
- Electrician (turns lights off/on during the day and as a signal for quiet)
- Host/hostess
- Projectionist
- Mailpersons
- Librarian

Further details of a very successful job description application system which provides opportunities for second graders to develop social participation skills are available on request from Quailwood School.)

MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resources Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

ANIMAL COMMUNITIES AND GROUPS MP 1-3 11 MIN CORP 1962 SHOWS THE COOPERATION AND DIVISION OF LABOR IN ANIMAL COMMUNITIES AND GROUPS. INCLUDES ELK, BISON, BEAVERS, JAVELIN, MONEYBEES, ANTS, AND TERMITES.	4824	GUIDANCE - BIG SISTER MP 1-6 9 MIN CAMELL 1971 PRESENTS FOUR OPEN-ENDED EPISODES TO HELP CHILDREN ADJUST TO A NEW BABY IN THE FAMILY.	2210
ANIMALS NEED YOU MP 1-3 15 MIN NIT 1970 EXPLORES QUESTIONS ABOUT MAN'S CARE OF ANIMALS SUCH AS WHAT DO YOU DO IF YOU RUN THE ZOO? YOUR ELEPHANT IS SICK, WHAT SORT OF HOME MAKES A HIPPO HAPPY, AND WHO RAISES A BABY TIGER WHO IS UNPHASED.	2625	GUIDANCE - LET'S HAVE RESPECT MP 1-3 10 MIN AIMS 1969 OPEN-ENDED APPROACH TO FOUR SITUATIONS INVOLVING RESPECT FOR OTHER PEOPLE AND OTHER PEOPLE'S PROPERTY.	6046
BEGINNING RESPONSIBILITY - BEING A GOOD SPIRIT MP K-3 11 MIN CURP 1969 EXPLORES SITUATIONS INVOLVING YOUNG PEOPLE IN ACTS OF SPORTSMANSHIP, AND DISCUSSES THE UNDERLYING MOTIVATIONS THAT LEAD THEM TO BE GOOD OR BAD SPORTS.	3522	HOW ABOUT IT MP 1-3 7 MIN ACI 1972 SHOWS STREETS, PARKS AND PATHS MADE UGLY BY CARELESS PEOPLE, AND SHOWS CHILDREN TAKING AN ACTIVE ROLE IN CLEANUP AND IN PREVENTION OF FURTHER DETERIORATION.	2633
BEGINNING RESPONSIBILITY - BEING ON TIME MP 3 11 MIN B/W CORP 1957 AFTER OBSERVING FIREMEN AND TRAIN ENGINEERS, JIMMY ALSO LEARNS TO BE ON TIME BY GETTING READY IN ADVANCE AND BY ESTIMATING HOW LONG IT TAKES TO GET THINGS DONE.	3523	I'M MAD AT ME MP K-3 8 MIN CF 1974 DEPICTS CHILDREN EXPERIENCING FRUSTRATING SITUATIONS WHICH EVOKE FEELINGS OF ANGER AT NO ONE BUT THEMSELVES. INTENDED TO HELP CHILDREN UNDERSTAND AND COPE WITH FEELINGS OF FRUSTRATION.	3928
CHILD IS A CHILD MP K-8 7 MIN AIMS 1974 CONVEYS THE MESSAGE THAT EACH CHILD IS INDIVIDUAL AND SPECIAL, AND THAT CHILDREN SHOULD NOT BE ARBITRARILY CATEGORIZED BY MENTAL OR PHYSICAL CHARACTERISTICS.	3358	I'M MAD AT YOU MP K-3 9 MIN CF 1974 EXAMINES FIVE FAMILIAR SITUATIONS WHICH RESULT IN A CHILD BEING ANGRY AT SOMEONE. IN ONE SCENE A TEACHER HELPS A CHILD DEAL WITH HER FEELINGS. IN THE OTHER FOUR, THE ANGER IS LEFT UNRESOLVED.	3915
CLASS MEETING ON CLASS MEETINGS MP K-12 28 MIN SPF 1971 PRESENTS A GLASSER-TYPE CLASS MEETING AND CHILDREN'S EVALUATIONS OF THIS CLASS MEETING TECHNIQUE.	1574	INTERVIEWING CLASS MEETING GUESTS MP K-12 28 MIN MPD 1971 DR. WILLIAM GLASSER INTRODUCES TWO CLASS MEETINGS WHICH DEMONSTRATE TECHNIQUES FOR INTERVIEWING CLASS MEETING GUESTS.	1613
DAY THE COLORS WENT AWAY MP 10 MIN EBEC 1974 ANIMATED STORY ABOUT A GIRL AND HER PAINT SET ILLUSTRATES IMPORTANCE OF COLOR IN DAILY LIFE. NO NARRATION.	2575	LET'S BE FRIENDS (EMOTIONAL DISTURBANCE) MP 8 MIN EBEC 1978 HOW A GROUP OF CHILDREN FIND A WAY TO HELP A CLASSMATE WITH AN EMOTIONAL PROBLEM. ANIMATION FORMAT. FROM THE 'LIKE YOU, LIKE ME' SERIES.	7610
FAIRNESS GAME MP 10 MIN CORP 1974 USING A GAME PLAYED BY THREE YOUNGSTERS, ILLUSTRATES THAT FAIRNESS IS AN IMPORTANT PART OF INTERACTING WITH PEOPLE IN REAL LIFE.	5466	LIKE OTHER PEOPLE MP 12-13 37 MIN IN PEREN 1973 DEALS WITH SEXUAL, EMOTIONAL AND SOCIAL NEEDS OF THE MENTALLY AND PHYSICALLY HANDICAPPED.	7335
FAMILIES - HELPING OUT MP 15 MIN CF 1976 SHOWS CHILDREN'S CONTRIBUTIONS AND RESPONSIBILITIES IN THREE FAMILIES. FAMILIES DEPICTED ARE FROM JAPAN, MEXICO, AND UNITED STATES.	5690	LISTEN MP 11 MIN FLMPA 1972 DESIGNED TO STIMULATE CHILDREN NOT ONLY TO LISTEN BUT ALSO TO VISUALIZE AND TO EXPRESS THEIR FEELINGS ABOUT MUSICAL SOUNDS.	3722
FAMILIES AND LEARNING - EVERYONE'S A TEACHER MP 10 MIN MGMT 1966 SHOWS HOW THE MEMBERS OF A FAMILY TEACH EACH OTHER MANY THINGS AND THAT WHILE PARENTS TRADITIONALLY TEACH CHILDREN, THE REVERSE OFTEN HAPPENS.	5950	MY MOTHER IS THE MOST BEAUTIFUL WOMAN IN THE WORLD MP 13 MIN BFA 1968 UKRAINIAN FOLK TALE OF A SMALL GIRL, WHO, HAVING BECOME LOST FROM HER MOTHER DURING A HARVEST, DESCRIBES HER MOTHER AS 'THE MOST BEAUTIFUL WOMAN IN THE WORLD.'	4323
FEELINGS - DON'T STAY MAD MP 15 MIN BFA 1972 DISCUSSES WHY EMOTIONS SUCH AS ANGER ARE NATURAL FEELINGS AND SUGGESTS HOW ANGER CAN BE TALKED OR ACTED OUT IN POSITIVE WAYS.	3582	POKEY, THE SNAIL MP 14 MIN CORP 1973 POKEY, A VERY SLOW SNAIL, BECOMES HAPPIER WHEN HE DISCOVERS THAT BY USING HIS EYES TO VIEW HIS SMALL AND BEAUTIFUL WORLD OF NATURE, THE WORLD CAN BE A BIG SURPRISE.	4353
FIREFLY NAMED TURCHY MP 1-3 8 MIN KEXX 1972 A STORY ABOUT A FIREFLY WHO CANNOT TWINKLE, BUT FLASHES SO BRIGHTLY THAT HE DISTURBS OTHER INHABITANTS OF THE WOODS. TELLS HOW HE GOES TO THE CITY AND IS HAPPY TO SEE OTHER FLASHING LIGHTS.	2615	ROLLING RICE BALL (A JAPANESE FAIRY TALE) MP 11 MIN CORP 1957 THE TALE ABOUT A JAPANESE WOODCUTTER, HIS NICE FRIENDS, AND A HUNTER ILLUSTRATE THE UNIVERSAL THEME THAT A GREEDY MAN IS NEVER HAPPY OR SATISFIED.	4383
FORGIVE AND FORGET MP 2-5 11 MIN MENKNS 1969 TWO YOUNGSTERS RESOLVE THEIR SQUABBLE. SELFISHNESS, IMPULSIVENESS, BROKEN PROMISES AND ANGER ARE FOLLOWED BY AWARENESS OF FEELINGS, SYMPATHY, FORGIVING, AND FORGETTING.	2563	SEE WHAT I FEEL (VISUAL IMPAIRMENT) MP K-4 8 MIN EBEC 1978 LAURA, A BLIND GIRL, DESCRIBES THE ADVENTURES SHE HAS DURING A VISIT TO THE ZOO. ANIMATION. FROM THE 'LIKE YOU, LIKE ME' SERIES.	7619
FRIENDS MP 10 MIN CF 1972 STORY ABOUT THE FRIENDSHIP BETWEEN TWO GIRLS WITH DIFFERENT PERSONALITIES. SHOWS WHAT HAPPENS TO THEIR FEELINGS TOWARD EACH OTHER WHEN ONE DECIDES SHE NO LONGER WANTS TO BE A FRIEND.	2319	SPEAK UP MP 14 MIN MGMT 1976 DESIGNED TO HELP CHILDREN DEVELOP AN APPRECIATION FOR THE ENJOYMENT AND VALUE OF MANY KINDS OF VERBAL COMMUNICATION.	6032
FUN OF MAKING FRIENDS MP K-4 10 MIN CORP 1974 DEMONSTRATES MEANING AND IMPORTANCE OF FRIENDSHIP. SHOWS THAT MAKING AND KEEPING FRIENDS IS A GIVE AND TAKE PROCESS.	2092	STORIES MP 14 MIN CF 1977 CHILDREN CREATE A COLLABORATIVE STORY, TELL WHY THEY LIKE TO WRITE, DO IMPROMPTU DRAMATIZATIONS, AND DISCUSS PLOT, SETTING, AND CHARACTERS.	5808
GREENHOUSE MP 11 MIN BARR 1973 THE STORY OF A BOY CAUGHT IN THE ACT OF VANDALISM AND THE ENSUING EVENTS AS HE ENDEAVORS TO MAKE AMENDS AND RESTITUTION.	5542	WHY WE HAVE LAWS - SHIVER, GOBBLE AND SNORE MP 10 MIN LCA 1970 AN ANIMATED STORY INTRODUCING THE BASIC CONCEPT OF LAWS.	3023
		WORDS MP 14 MIN CF 1977 CHILDREN MAKE LETTERS WITH THEIR BODIES, CREATE AND DRAMATIZE ALLITERATIVE SENTENCES, Pantomime SECRET WORDS, AND WRITE AND PRINT A PUEN.	5812

APPENDIX A

*Education Code Requirements Affecting History and
Social Science Instruction*

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND
CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.
(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213 Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

- (a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
- (b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
- (c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

- (a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
- (b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

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